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ABSTRACT

During its first year of operation in 1982-83, the College Assistance Migrant Program (CAMP) at Oregon State University (OSU) fully achieved 19 of its 20 goals. The program to recruit and assist migrant seasonal farmworker students in higher education faced three major problems during the year: late organization, OSU's rigorous academic demands, and, most significantly, financial aid for CAMP students. However, the staff successfully provided students with services including placement testing, academic advising, developmental coursework, tutoring, personal counseling, admissions, housing, orientation, enrichment, and financial aid advising. The program met goals regarding staff selection and training; program establishment; and student recruitment, admission, orientation, learning assistance, academic evaluation and monitoring, pre- and post-CAMP assessments of student academic needs; and program evaluation, but did not achieve full student participation in extracurricular activities. Among the 30 CAMP students, 90% completed the year academically ready to continue, 77% planned to continue in higher education, and 100% found the CAMP staff satisfactory. The program achieved its goals through wide use of networks among media services and migrant programs and organizations, and through direct community contact. Students recommended that the program be more aware of financial aid deadlines, the staff be increased, the program be expanded, and that group meetings be held frequently. (SB)

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Oregon State University

College Assistance Migrant Program

PERFORMANCE REPORT

FOR 1982-83

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By

E. D. Duarte

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CAMP Performance Report

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1. IN GENERAL, DESCRIBE THE EXTENT OF ACCOMPLISHMENT IN MEETING PROJECT OBJECTIVES AND EVALUATE THE BENEFITS DERIVED BY MIGRATORY AND SEASONAL FARMWORKER STUDENTS.

The College Assistance Migrant Program (CAMP) at Oregon State University (OSU) had much to overcome as it began its first year of operation on August 1, 1982. The assistance of the Educational Opportunities Program (EOP), authors of the CAMP grant, was greatly appreciated. The CAMP staff is very pleased that it was able to resolve its problems and meet its goals for the benefit of its students, staff, the university, and for migrant students yet to come.

The first challenge was getting 27 students admitted to and registered at OSU within a period of eight weeks. That meant recruitment: producing materials, contacting referral sources, contacting students, mailings, travel, telephone work and extensive follow-up. Admissions, housing, and financial aid procedures for each of the 27 students followed. The recruitment effort was handicapped because the funding announcement (July 1982) and the CAMP starting date (August 1, 1982) came much too late in the year to allow students to prepare for admission in the fall, when the school year began.

Because of the late start-up, all of the above processes were begun by one staff member. The work was completed by the entire staff as CAMP slowly became established through the months of August and September. Housing was made available to all students immediately upon arrival, admission to OSU was completed for all 27 students within two weeks of the start of classes (late admits attended classes during this time and received full credits earned), and financial aid problems were resolved for all students by the end of the first term.

The most difficult problem was resolving student financial aid problems. Only 3 of our 27 CAMP students had previously received information from a school counselor or similar person about how to apply for financial aid for post-secondary education. The process must begin nine months before a student can receive aid and includes strict deadlines, which, if missed, deny students campus based aid (College Work Study, National Direct Student Loan, Supple-

mentary Educational Opportunity Grant, Oregon State Need Grant). Since 23 of our students were unaware of the entire process we were hard pressed to find financial resources, outside of the funds budgeted in the grant, to assist the students. Because assistance was pursued by CAMP and received from the following, all CAMP students without campus based aid were enabled to attend the university:

1. OSU Administration--waived both in-state and out-of-state tuition.
2. Idaho Migrant Education--provided funds for books and supplies.
3. Oregon Human Development Corporation--provided continuing education funds.

In October, ten weeks after the CAMP project starting date, the full complement of 27 migrant and seasonal farmworker students had been recruited, admitted, housed, placed in classes, and secured financial aid. As the term progressed we would lose and gain some students (see appendix A), but we were off to a great start.

Through the pressures of the first weeks, and the entire first term, it became apparent that students were feeling a sense of success with each challenge that they recognized and addressed. A feeling of pride and a sense of belonging grew as the students trusted and counted on one another, and on the CAMP staff. The students developed a genuine confidence in managing a system that had heretofore seemed out of reach, inaccessible, strange, and unaccepting. As their confidence grew they also found that they could succeed academically.

The rigorous academic demands of OSU posed another major challenge to CAMP students and staff. CAMP had asked 27 students to leave familiar surroundings, leave family and friends, and come to a strange new environment to begin studies in the sciences, the social sciences, the humanities, and the arts. CAMP provided placement testing, academic advising, developmental course work, tutoring, and personal counseling. It was up to each student to take advantage of the

services and perform the tasks demanded of them. The staff was astounded when, after all the stress of the first quarter, 13 of 27 students in the CAMP program achieved Honor Roll status. The grade point average for the year was 2.66 (4.0 scale), which compared to 2.56 for OSU freshmen during the same period. No CAMP student was denied continuation because of academic deficiency during the school year. The students received recognition for their achievement from the university, the Educational Opportunities Program (EOP), and CAMP. Instructors and tutors, reporting to the director, expressed high regard for student attitudes, character, maturity, ability, commitment, and their readiness to use academic support services.

Program services, which provided the students every opportunity for access and success, was another major area of accomplishment. The CAMP gave student service in: 1) admissions, 2) housing, 3) financial aid, 4) orientation/retreat, 5) placement testing, 6) academic advising, 7) classroom instruction, 8) tutoring, 9) personal counseling, 10) enrichment activities. These services were delivered very satisfactorily as reported by the students in the end-of-the-year student evaluation. (See appendix B).

Program services are a must to any student trying to make it through the university system. In the past the differences in and styles of non-traditional students at traditional institutions led to poor and uncaring service. The CAMP staff served students with such unconditional regard that a sense of belonging grew in the students. Staff, as often as needed, picked up new arrivals at all hours of the day and night in their private vehicles. Staff provided housing in their homes for students arriving late or for married students looking for off-campus housing. Staff also spent weekends, and other time outside of their 8 to 5 work days, to help students acclimate and find their own way in their new environment.

Because of the CAMP services and their delivery, the staff feels that all of our students, even those that withdrew for personal reasons, gained much from their

experiences here at CAMP/OSU. A new perspective of the world that stretched beyond their community, culture, and socio-economic status was theirs. Choosing from opportunities, taking challenges, struggling in unknown environments, and taking more control of their lives, brought confidence. CAMP believes that students took a positive attitude toward higher education with them. Seven of eleven students that could not meet their needs here during the first year of CAMP, after attending to personal issues, have returned to institutions of higher education including OSU.

For those of us at CAMP/OSU this quote from one of our students, captures the spirit of our accomplishments: "I'm going to tell my brother about this program."

2. MORE SPECIFICALLY, DESCRIBE IN QUALITATIVE AND/OR QUANTITATIVE TERMS ACCOMPLISHMENTS OF EACH SERVICE PROVIDING INFORMATION ON: (a) NUMBER AND TYPE OF MIGRATORY AND SEASONAL FARMWORKER STUDENTS; (b) NUMBER AND TYPE OF STAFF EMPLOYED; AND (c) INSERVICE TRAINING, INCLUDING TYPES OF TRAINING, FREQUENCY, NUMBER AND DATES OF TRAINING SESSIONS, AND NUMBER AND TYPES OF STAFF PARTICIPATING.

AND

3. MAKE A COMPARISON OF THE ACTUAL ACCOMPLISHMENT TO GOALS ESTABLISHED.

OBJECTIVE #1: SELECT STAFF AND ESTABLISH CAMP AT OREGON STATE UNIVERSITY.

Accomplishment: Affirmative Action Office at OSU approved procedures for advertisements and the most qualified candidates were selected. Space was made available to house the CAMP project. The CAMP project began on time. Staff hired included:

1.	Director/Recruitor	Male (Hispanic), age 37, bilingual. Experienced teacher to migrant students in elementary education. Experienced in counseling, recruiting, and instructing at post-secondary education level to non-traditional students, including migrant students.
2.	Counselor/Instructor	Male (White), age 44, bilingual. 18 years experience in teaching English to students with Spanish as their first language. Experienced in academic advising to non-traditional students, including migrant students, at EOP. Graduate of EOP/OSU.
3.	Writing Resource Counselor	Female (White), age 24, bilingual. Experience with migrant students in High School Equivalency Program (HEP). Taught English to HEP students. HEP is a direct feeder program for CAMP.
4.	Mathematics Resource Instructor	Female (White), Age 31. 4 years experience with non-traditional students teaching college arithmetic and college algebra. Worked with EOP students, including migrant students. Experienced with OSU mathematics department.
5.	Enrichment Coordinator	Male (Filipino-American), age 32. 8 years experience with Job Corps, CETA, and EOP students, including migrant students. Enrichment Activity Coordinator experience with EOP.
6.	Clerical Specialist	Female (White), age 30. Clerical experience with EOP in recruitment, admissions, financial aid, office procedures. Experienced in clerical service delivery to EOP staff and students, including migrant students. Familiar with OSU clerical staff.

Comparison: Goal met as established.

OBJECTIVE #2: CONDUCT PRE-SERVICE TRAINING TO PROVIDE ALL CAMP STAFF WITH INFORMATION ABOUT THE UNIVERSITY, CAMP PROJECT, ASSOCIATED STAFF, ETC.

Accomplishment: All staff members acknowledged training announcement and attended the pre-service. Specialists addressed staff in the following: a) financial aid regulations, b) OSU housing, c) OSU academic requirements and regulations, d) student conduct expectations, e) academic assessment methodology, f) CAMP counseling procedures. All staff reported training to be invaluable. Training site and space for all activities was comfortable.

Comparison: Goal was successfully met as established.

OBJECTIVE #3: CONDUCT REGULAR IN-SERVICE TRAINING TO INFORM CAMP STAFF OF NEW CONDITIONS, SPECIAL PROBLEMS, ETC.

Accomplishment: Staff members met once every two weeks as full staff for issues regarding students, delivery of services, problem solving, and for any topic of interest to CAMP. CAMP staff also met as issues of extreme importance or crisis necessitated. All staff members identified in Objective #1 were involved in these staffings as well as in other regular meetings regarding staff specialties in connection with EOP staff (i.e. counselor, instructor and supervisory meetings.) CAMP staff attended other in-service training during school year.

Comparison: Goal exceeded. Beyond regularly scheduled meetings, all or some staff (as appropriate), met whenever concerns warranted discussion. Beyond contributing ideas and knowledge staff volunteered to begin resolution of special problems. Beyond attending mandatory in-service training, staff volunteered to attend training in-state and out-of-state. (See appendix C.)

OBJECTIVE #4: YEAR I. LOCATE 27 STUDENTS AND PROCESS THEIR ADMISSION TO OREGON STATE UNIVERSITY.

Accomplishment: Referral sources were informed of and acknowledged the

establishment of CAMP at OSU. Names and addresses of CAMP eligible students were requested and received. Referrals were contacted by letter, phone, and in person. Appropriate material describing program and procedures for admissions were given to 77 prospective students. Admissions files were opened and communications follow-up began for 39 students that responded to recruitment efforts. Files were completed by 27 eligible students. These 27 students were admitted into CAMP by the director and admitted into the university by OSU Admissions Office. All 27 students matriculated.

24	Hispanics	15	male	9 female
1	White	0	male	1 female
1	Amer-Indian	0	male	1 female
1	Vietnamese	0	male	1 female
27		15		12

8 out-of-state 6 Washington 2 Idaho
19 in-state
27

14 Seasonal
13 Migratory
27

Special Admits
(Under university admissions requirement 58 GED, 2.75 H.S. GPA) 20

Regular Admits 7
27

14 General Education Diploma
8 High School Diploma
5 College Transfer
27

Comparison: Goal successfully met as established

OBJECTIVE #5: (Same as #4, years II and III).

OBJECTIVE #6: YEAR I. CONDUCT ORIENTATION FOR STUDENTS ADMITTED TO CAMP AND OSU.

Accomplishment: All CAMP students were informed of and attended orientation. Housing (room and board) provided to all students before orientation. Orientation room and activities were provided. Staff and students participated in question and answer period after orientation briefing.

Comparison: Goal met as established.

OBJECTIVE #7: (same as #6, years II and III.)

OBJECTIVE #8: ASSESS NEW STUDENT ACADEMIC NEEDS.

Accomplishment: 100% of CAMP students took two academic assessment tests. The Descriptive Test of Language skills and the Descriptive Test of Mathematical Skills were administered and used with previous academic transcripts, student requests, and motiviation to make appropriate prescriptions. The Michigan Test of Aural Comprehension and the Gates-McGinty Reading Test were also given to second language (English) students. All 27 students accepted final academic recommendations made to them.

Comparison: Goal successfully met as established.

OBJECTIVE # 9: CONDUCT STUDENT/STAFF OVERNIGHT RETREAT BEFORE THE BEGINNING OF OSU CLASSES.

Accomplishment: 16 students attended overnight retreat. All students were provided food, bedding, housing and activities including: Ice-Breaker, Trust Walk, Financial Aid simulation, group work activity, Scavenger Hunt, Gong Show, video tapes of special student problems, organized recreation time and free time.

Comparison: Goal met. Explanation: 11 of 27 students did not attend scheduled retreat due to arrival and/or admission after the date of the retreat. These students did receive orientation and all information given at retreat on an individual or small group basis upon arrival or admission to OSU.

OBJECTIVE #10: ENSURE THAT CAMP STUDENTS HAVE ADEQUATE FINANCIAL RESOURCES FOR THE CAMP SCHOOL YEAR.

Accomplishment: 100% of the CAMP students were advised of their financial aid situation and needs. 100% of CAMP students were made aware of all financial aid sources, requirements, procedures, and deadlines. 100% of CAMP students completed necessary steps to receive all financial aid available to them from one or more of the following: Pell Grant, Supplemental Education Opportunity Grant (SEOG), Oregon State Need Grant (OSNG), College

Work Study (CWS), National Direct Student Loan (NDSL), Guaranteed Student Loan (GSL), CAMP funding, Oregon State University tuition waiver, and Oregon Human Development Corporation.

Comparison: Goal met and exceeded. Because 24 of 27 CAMP students had missed the application deadline for campus based aid (SEOG, OSNG, NDSL, and CWS), CAMP had to secure additional resources including: OSU tuition waivers in excess of $10,000 awarded by the president of the university (24 students), continuing education stipends from the Oregon Human Development Corporation (3 students) and Idaho Migrant Council funds (1 student). The financial problems arose for 3 basic reasons: 1) our target population, historically, is ill-served regarding financial aid information about post-secondary education; 2) the majority of students in our target population historically have not been informed of post-seondary educational opportunities; and 3) because funding notification did not occur until mid-summer, procedures regarding student financial aid were handicapped. Efforts are now in place to educate the migrant and seasonal farmwork student on a year-round basis through CAMP's extensive network, created by the CAMP staff.

OBJECTIVE #11: ENSURE THAT ALL CAMP STUDENTS ARE AWARE OF ALL UNIVERSITY RESOURCES AND OTHER RESOURCES FOR SPECIAL PROGRAM STUDENTS. ENSURE THAT CAMP STUDENTS HAVE READY ACCESS TO CAMP COUNSELOR STAFF, AND OTHER SPECIAL PROGRAM STAFF, IF NECESSARY.

Accomplishment: 100% of CAMP students met with counselors once every week or once every two weeks, depending on the needs of each individual student. Counseling also took place on more frequent occasions, to meet immediate or crisis needs. Counselors were also available on frequent but more informal basis. Counseling topics with CAMP students included: academic regulations, including deadlines and petitions for exceptions; housing; summer jobs; cooperative education or internship opportunities; health problems; career exploration; campus clubs and organizations, etc. No CAMP student failed

to complete the school year because of problems which should have been soluable or prevented.

Comparison: Goal successfully met as established.

OBJECTIVE #12: ENSURE THAT ALL STUDENTS ARE AWARE OF THE GREAT VARIETY OF CAREER DIRECTIONS POSSIBLE FROM ANY ONE ACADEMIC MAJOR.

Accomplishment: 100% of CAMP students engaged in discussions of personal career choices and had the opportunity to take an appropriate vocational/career choice test battery. All CAMP students were invited to meet representati.es of various professions who discussed opportunities and activities specific to their occupations. (See appendix D)

Comparison: Goal successfully met as established.

OBJECTIVE #13: PROVIDE THROUGH CAMP, OR PROVIDE ACCESS TO, ACADEMIC DEVELOPMENT RESOURCES, CLASSES, TUTORING AND LEARNING LABORATORY.

Accomplishment: All CAMP students receiving grades of "A", "B", or "C" in EOP/CAMP college preparatory courses progressed to the next appropriate level. 100% of CAMP students were assisted by CAMP or EOP tutors as appropriate. 100% of CAMP students were provided access to materials and equipment in the EOP Learning Laboratory.

Comparison: Goal successfully met as established.

OBJECTIVE #14: EVALUATE ACADEMIC PROGRESS OF CAMP STUDENTS DURING EACH TERM. EVALUATE THE ACADEMIC PROGRESS OF CAMP STUDENTS AT THE END OF EACH TERM.

Accomplishment: Progress report forms were created and exchanged from academic personnel to counseling staff during each term. (See appendix E.) CAMP director received summary reports on 100% of CAMP students at the end of each term. (See appendix F.) Each student's progress was discussed by the CAMP director and the EOP academic coordinator at the end of each term to address student's support or non-support. 0% of CAMP students were academically suspended before the end of the academic school year by the

university.

Comparison: Goal successfully met as established.

OBJECTIVE #15: PROVIDE A VARIED PROGRAM OF EXTRA-CURRICULAR CULTURAL ACTIVITIES.

Accomplishment: 100% of CAMP students who so desired were given access to OSU theater productions. 100% of CAMP students attended at least one of the following enrichment activities per term: Films, lectures, arts performances, university ethnic/cultural club meetings or events, workshop involving minority or non-traditional student issues. Some specific examples where CAMP provided access:

1. Rashomon - Feb. 25-26/ Mar. 3-5, 1983
2. Raisin in the Sun - Mar. 8-12, 1983
3. Trojan Women - Jan. 27, 1983
4. Sister Mary Ignatius Explains It All To You - Feb. 9-12, 1983
5. Lecture by Daniel Valdez, actor, composer, and musician; star of Zoot Suit, the motion picture.
6. CAMP/EOP Retreat - Fun, Food, Fellowship, and Information. Overnight.
7. Honor Roll - Recognition event for honorees and all staff and students. One event for each of 3 quarter terms.

Comparison: Goal not met as established. Explanation: One part of the original evaluation stated that, "100% of CAMP students would attend OSU theater productions." 100% did not attend an OSU theater production although access to said productions was provided. The evaluators feel that the statement should read, "100% of the CAMP students will have access to OSU theater productions," as it is a non-academic activity where student values, aesthetics, and choice should prevail.

OBJECTIVE #16: RECOGNIZE ACADEMIC ACHIEVEMENT OF CAMP STUDENTS.

Accomplishment: 50% (15 of 30) of CAMP students achieved Honor Roll status at least one term out of the academic school year. CAMP director arranged Honor Roll function, inviting university deans, EOP/CAMP staff, OSU faculty and staff members and students and staff from CAMP feeder programs such as High School Equivalency programs, and Upward Bound. Functions were well attended by all including the President of Oregon State University,

Dr. Robert MacVicar.

Comparison: Goal met as established.

OBJECTIVE #17: ASSESS ACADEMIC NEEDS OF CAMP STUDENTS PREPARING TO CONTINUE IN HIGHER EDUCATION.

Accomplishment: 100% of CAMP students enrolled at the end of the academic year took the Descriptive Test of Language Skills and the Descriptive Test of Mathematical Skills post-test.

Comparison: Goal met as established. Explanation: Post-testing was arranged for spring term. All 19 students that were in school at the time of testing participated. All 30 students served during the year participated in pre-testing.

OBJECTIVE #18: EVALUATE EACH CAMP STUDENT'S ACADEMIC PROGRESS DURING THE YEAR.

Accomplishment: 100% of CAMP students received a written evaluation containing recommendations for further academic skill building, as appropriate. (See appendix G.)

Comparison: Goal successfully met as established.

OBJECTIVE #19: CONDUCT AN END-OF-THE-YEAR INTERVIEW BETWEEN EACH CAMP STUDENT, THE CAMP DIRECTOR, AND THE EOP ACADEMIC COORDINATOR.

Accomplishment: 100% of CAMP students participated in a transition/end-of-the-year conference with CAMP director and EOP academic coordinator.

Comparison: Goal successfully met as established.

OBJECTIVE #20: EVALUATE THE CAMP PROJECT.

Accomplishment: Questionaire regarding entire CAMP program and the university was distributed to all CAMP students. (See appendix H.) CAMP staff and director, EOP academic coordinator, and EOP director met and examined each component of CAMP. Recommendation for changes were made:

1. CAMP recruiting network should be aware of financial aid deadlines and admission requirements to facilitate timely admission to OSU.
2. Coordinator position needed for assistance in the areas of tutoring,

enrichment, and career development.

3. Financial aid/admissions counselor position should be created to meet need for added expertise and assistance in this area and to meet increased needs due to anticipated increase in student population for next CAMP school year.

4. Need for an Hispanic female should be kept in mind during interviews for any new CAMP positions.

5. CAMP should expand its student population to serve 55 migrant seasonal farmworker students.

6. Student check list needed at beginning of CAMP year to facilitate matriculation procedures.

7. Provide group meeting for all CAMP students once every two weeks for communicating information, enrichment events, lectures and films, forum for student concerns, questions and answer sessions, and campus resource information.

8. Next year's evaluation for objective #15 should read, "100% of CAMP students will be provided access to OSU theater productions."

9. Descriptive Test of Language Skills reading section should be used as pre-test/post-test tool instead of McGraw-Hill Reading Test. (See criteria c, objective I, p. 15.)

OVERALL EVALUATION PLAN

OBJECTIVE I: 85% OF CAMP STUDENTS COMPLETE THE YEAR ACADEMICALLY READY TO CONTINUE AT THE UNIVERSITY OR ANOTHER INSTITUTE OF HIGHER EDUCATION. CRITERIA APPLIED: A) SUCCESSFUL COMPLETION OF BASIC DEVELOPMENTAL WRITING COURSES, I.E. GRADE OF "C" OR BETTER AND COMPOSITE SCORE OF 30 OR BETTER ON THE POST-DESCRIPTIVE TEST OF MATHEMATICS SKILLS; C) IMPROVING READING LEVEL BY AT LEAST THREE GRADE LEVELS AS INDICATED BY THE MC GRAW-HILL READING TEST.

Accomplishment: 90% of CAMP students completed academic year ready to continue at the university or another institute of higher education.

Criteria: a) 100% of students post-tested achieved a composite score of 30 or better on the Descriptive Test of Mathematic Skills. 87% of students

achieved grades of "C" or better in developmental math courses; c) Descriptive Test of Language Skills - reading section was administered in a pre-test and a post-test. Scores improved from the pre-test average of 24.8 to the post-test average of 29.8, a significant improvement. Post-test average score was 20% higher than pre-test average score. (89% of students post-tested improved their scores.)

Comparison: Objective I goal was exceeded by 5%. 90% of CAMP students completed the year academically ready to continue at the university or another institute of higher education. (See appendix I.) Criteria: a) goals exceeded; b) goals met; c) goals not met. Explanation: The Descriptive Test of Language Skills reading section was substituted for the McGraw-Hill Reading Test. Significant improvement demonstrated.

OBJECTIVE II: THE PROGRAM WILL BE CONSIDERED SUCCESSFUL IF 75% OF CAMP STUDENTS ARE PLANNING TO CONTINUE IN HIGHER EDUCATION BASED ON: CRITERIA A) STUDENTS' GENERAL SATISFACTION WITH ALL COMPONENTS OF THE CAMP PROGRAM AND THE UNIVERSITY, I.E. SERVICES OFFERED, STAFF, PROCEDURES, THE UNIVERSITY ENVIRONMENT; CRITERIA B) EVALUATION WILL CONSIST OF AN EXAMINATION OF THE NUMBER OF STUDENTS WHO HAVE MADE SUFFICIENT ACADEMIC PROGRESS TO ALLOW THEM TO CONTINUE IN HIGHER EDUCATION AT THIS OR SOME OTHER INSTITUTE OF HIGHER EDUCATION.

Accomplishment: 77% of CAMP students are planning to continue in higher education based on criteria in Objective II above. Out of 30 students, 16 are presently enrolled at OSU, 6 students are at other institutes of higher education and 1 student plans to return to OSU January, 1984.

Comparison: Goal met as established.

OBJECTIVE III: CAMP STAFF WILL BE CONSIDERED SUCCESSFUL IF 80% OF CAMP STUDENTS CONSIDER THEM TO BE "SATISFACTORY" OR "VERY SATISFACTORY," IF THE CAMP DIRECTOR'S THIRD AND FINAL EVALUATION PROVIDES EVIDENCE THAT THE STAFF MEMBER'S PROFESSIONAL PERFORMANCE IS "SATISFACTORY" OR "VERY SATISFACTORY," AND THAT (IF APPROPRIATE) PROFESSIONAL IMPROVEMENT HAS OCCURRED.

Accomplishment: 100% of CAMP students reported CAMP staff to be "satisfactory" or "Very satisfactory" on student evaluations (see appendix B.) CAMP Director's final staff evaluations (see appendix J) reports each staff member as very satisfactory and indicates professional improvement did occur.

Comparison: 20% more CAMP students than anticipated considered the CAMP staff to be "satisfactory" or "very satisfactory."

4. DESCRIBE HOW THE PROVISIONS MADE TO ENSURE MIGRATORY AND SEASONAL FARMWORKER STUDENTS' ACCESS TO AND PARTICIPATION IN COLLEGE OR UNIVERSITY FACILITIES HAVE BEEN CARRIED OUT.

As detailed below, networks already in place as a result of CAMP staff knowledge, experience, and contacts were upgraded and expanded. New networks were created increasing student access. CAMP personnel and printed material describing CAMP program and its services were always available to the following:

Media

CAMP has been served without cost by radio in Woodburn, Oregon and Nampa, Idaho and by newspapers in Portland, Corvallis and Ontario, Oregon and in Pasco, Washington. Oregon State University's office of information has sent to all wire services articles and photos on the students and services of CAMP. The Migrant Education Service Center (MESC) for the State of Oregon regularly prints information provided by CAMP. The MESC newsletter goes to every migrant education program in the State of Oregon.

Migrant Programs

There are many organizations within our network that serve migrant and seasonal farmworkers. CAMP maintains routine communication with these organizations. Many programs are natural links to one another, as they facilitate the target population's needs to reach various goals step by step. The following organizations are fully aware of CAMP's purpose and services and are in contact with CAMP on a regular basis:

Oregon Human Development Corporation
Oregon State Migrant Education
Marion County Oregon Learning Center - HEP
University of Oregon - HEP
Washington State University - HEP
Boise State University - HEP
Migrant Education Program Offices in Oregon, Washington and Idaho
National Association of HEP's and CAMP's
All HEP and CAMP projects (26)
Oregon Department of Education Clearing House
National Education Services Clearing House

Campus Events

CAMP participated in two very important campus events: 1) Visitations to Oregon State University, and 2) the Oregon Migrant Education Career Fair.

1. Visitation - Groups of students from HEP's, Upward Bound Programs, high schools and other educational settings, were brought to OSU by EOP/CAMP and given a full explanation of programs, services, and admission procedures. The day long visits included cafeteria lunch, briefing on university schools and departments, and tours of campus. The same service was provided on an individual basis during the year, as some students were not connected with an educational institution. Over 50 migrant and seasonal farmworker students were identified during the visitations and provided information on CAMP.

2. Career Fair - This statewide event has become a regular feature in service to migrant students through the Migrant Education Service Center, the main arm of the Oregon State Migrant Education Office. In November of 1982, the Career Fair was held at Western Oregon State College and over 400 migrant and seasonal farmworker students were in attendance. CAMP staff was involved in the entire planning process and was highly visible during the event (one committee member, one presenter, and two recruitors participated). Materials for explaining program services and for admission procedures were available.

Direct Community Contact

Meeting students, parents, and community leaders, on a face-to-face basis was the most basic and effective effort CAMP made. Our CAMP representatives made visits to prospective students and/or student contacts with a positive presentation of what CAMP is all about.

In effect, our recruitors asked perfect strangers to leave home and come to OSU. They asked these students to tackle the problems of admissions, placement, housing, money, course work, and social changes in a strange environment. Our recruitors must have gained trust with these face-to-face visits, as a full com-

plement of students matriculated in the fall of 1982. These students, their parents, and community leaders have become the best recruitors for CAMP at OSU.

Key Areas of Assistance Provided CAMP Students at OSU

Special Admission - For students below university admissions requirements
Tuition Waivers (In-state/Out-of-state) - Provided by OSU Administration
Developmental Courses - Provided by EOP/CAMP
Counseling, Academic/Personal - CAMP
Tutoring - EOP/CAMP
Housing - CAMP/OSU
Financial Aid Advising - CAMP/EOP/OSU
  a. current school year
  b. next school year
  c. direct supplemental aid

5. DESCRIBE ANY UNUSUAL OR EXEMPLARY PROJECTS OR PROJECT FEATURES DEMONSTRATING OUTSTANDING ACHIEVEMENT GAINS BY PARTICIPATING STUDENTS, TECHNOLOGICAL INNOVATIONS, REDUCTIONS IN COST OR TIME, OR EXTRAORDINARY SOCIAL AND COMMUNITY INVOLVEMENT. PROVIDE INFORMATION ON ANY BENEFITS ACCRUED DIRECTLY AS A RESULT OF THESE PARTICULAR PROJECT FEATURES.

Cooperative Education Program

Cooperative Education links the work world with the students' course of study by alternating experiences between a paid professional practicum and classroom theory. CAMP students had access to EOP's Cooperative Education officer. One of our CAMP students used the resources of the Cooperative Education Program to the fullest.

The student came to CAMP with little monetary resources other than CAMP. He was married, in debt, and came at the last possible moment. All of these circumstances put the student in hardship for most of the school year. Everything seemed to be going against him. He had applied for a Cooperative Education position with the U.S. Forest Service. He was well received by the personnel officer as the student is bright, confident, articulate, courteous, and motivated. Then when all seemed to be going well the student met with more hardship as he was denied approval until explanation and appeal was made concerning a legal issue in his past.

The student persisted. After consultation with CAMP and EOP staff, he appealed at the local, regional and finally at the national level. He received initial support from CAMP and EOP staff through letters of reference. He gained more support from the Forest Service personnel at each level of appeal because of the way he handled each step and each frustration. The student's application appeal was finally reviewed and approved at the National level. He is now a paid employee of the U.S. National Forest Service as well as a continuing student at Oregon State University.

Howard University Summer Enrichment Program

As scholarship, internship, or enrichment opportunities come to our attention we make sure that qualified students are made aware of these opportunities,

and that they are encouraged and assisted in applying. One such outstanding case involved a CAMP student who came to OSU with outstanding high school grades, especially in his science courses. He chose to major in pre-med in the School of Science. In speaking with the student it was noted that although he had excellent science grades in high school he had no practical experiences in the field of science. Many high schools have science fairs and visits to hospitals or universities; in Oregon there are science exhibits and science laboratories that are availble for touring. However, this student had never been informed of or participated in these opportunities.

The CAMP staff contacted and assisted the student in applying to Howard University's Minority Enrichment Program for pre-med students. In the application he was asked to write a personal statement on why he wanted to be accepted. His answer explored his need to become an added resource in the field of medicine to the Spanish-speaking and also his obvious need to catch-up on valuable science related activities of which he had never been aware.

The student was accepted to Howard University's project. He spent 7 weeks in Washington D.C. attending classes and visiting the city's landmarks. The courses and part of the airfare were covered by the project. CAMP provided the remaining airfare funds, much to the appreciation of this student who had never been in an airplane in his life!

Other events in which CAMP students were involved include:

1) Career Fair - two students made presentations to secondary level migrant students about CAMP and OSU.

2) National Migrant Education Conference - two students gave purpose and services of CAMP and the experience of being a university student.

3) Hispanic Student Union (HSU) - CAMP students participated as members in organization with social and educational goals. CAMP students were committee members. One of last year's HSU members is now an executive officer in the club.

4) EOP/OSU Honor Roll - 50% of CAMP students achieved Honor Roll status at least once during the school year.

6. REASONS FOR SLIPPAGE

Slippage occured in objective #15 (see p. 11). Part of the evaluation read "100% of CAMP students attend OSU theater productions." Some CAMP students did not want to attend extra-curricular activites such as OSU theater productions. CAMP staff found that student values and choices were disregarded in the above evaluation statement. The CAMP staff recommends that the evaluation statement above should be changed to read "100% of CAMP students will have access to OSU theater productions."

Slippage also occured in criteria "c" of objective I (see p. 14). The McGraw-Hill Reading Test was not used to evaluate student reading improvement. The Descriptive Test of Language Skills reading section was used. The reading instructor felt that McGraw-Hill Test was not an appropriate diagnostic tool for CAMP students. The Descriptive Test of Language Skills reading section was used for initial placement into CAMP/EOP classes. The Descriptive Test of Language Skills reading section was then used as a post-test to evaluate student progress in reading.

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APPENDIX A: STUDENT GAINS AND LOSES

	F	W	S
Admitted	27	1	2
Matriculated	27	1	2
Completed term	27	1	2

Special Admits = 22
Regular Admits = 8
Students served 30

	F	W	S
Withdrew from CAMP mid term	0	3	0
Withdrew from CAMP after completing term	5	5	-
Academic Suspension	0	0	0
Returned after leaving	-	-	2

Total Students Lost = 11

Key: F= Fall
W= Winter
S= Spring

APPENDIX B: STUDENT EVALUATION REPORT

Evaluation Narrative

Generally speaking, students were very satisfied with CAMP performance. Low scoring problem areas (housing and food services) are outside CAMP staff control.

Specifically, problems identified by CAMP students (questions 11 to 12) have largely been solved through expansion of funding in the new (1983-84) grant. More counselors are available to see students during working hours. Communication has been improved at all phases of our activies, from recruiting down to first term participation. Bi-weekly meetings for socializing has both increased two-way student-staff information flows and built up networking. The single area not dealt with has been payment of medical bills, which has remained the full responsibility of the student.

In question 13, it is interesting to note the high percentage of those students who felt CAMP was instrumental and determinative in their success.

Question 14 points out the relative strengths of the program as perceived by the students. Whereas tutors and counseling/advising were expected to score high, it was surprising to note that "Encouragement", an intangible, was marked higher than financial aid in CAMP aid cateories.

The last question suggests that a high degree of retention may be expected from CAMP students in general. The evaluation survey was given to all 19 students enrolled at the end of spring term. Three students chose not to participate.

Student Evaluation of CAMP Performance

	Very Satisfactory	Satisfactory	Mildly Unsatisfactory	Unsatisfactory	Very Unsatisfactory
1. CAMP Counselors	12	5			
2. CAMP/EOP Secretaries	14	3			
3. CAMP Services	11	6			
4. CAMP Tutors	9	6			
5. EOP Instructors	12	4		1	
6. OSU Housing					
Dorms	1	9	3		
Co-op	1	2	2		
Fraternity/ Sorority		2		1	
7. Food Servises	1	7	3	1	1
8. OSU Instructors	1	14	1		
9. EOP/CAMP Academic subject matter	3	12			
10. OSU Academic subject matter	2	14			

A-3

11. Problems with CAMP Program

None	13
Not explained in advance	1
Waiting to see counselor (always busy)	1
Didn't pay housing and medicine bills	1
No answer	1

12. Suggestions for improving Program

None	9
A reserve counselor on call	1
More communication between students and CAMP staff	1
More information before school year starts	2
Be more selecitve in recruiting to take only most motivated students	1
More money	1
No Answer	1

13. How well has CAMP helped you at OSU?

Without CAMP I probably wouldn't have made it	9
No help at all	0
A little help	1
Quite a bit of help	9

(Students marked more than one answer)

14. List ways CAMP helped you most

Tutors	5
Counseling/Advising	5
Financially	3
Special courses	1
No Answer	1
Encouragement to succeed	5
Understanding the system and know it works	1
Admission	1

(Students marked more than one answer)

15. What do you intend to do next school year?

Return to OSU	14
Attend another 4 year college	2
Attend a community college	3
Work	1

(Students marked more than one answer)

APPENDIX C: CAMP Staff
Workshops and Seminars, 1982/83

8/18/82 Bilingual Education Conference, Western Oregon State College
-Counselor/Writing Instructor, male, Caucasian
*-Administrative/Evaluation Consultant, female, Caucasian
*-ESL/English Consultant, female, Caucasian

9/13-14/82 OSU's Educational Opportunities Program In-Service Training
-Direcotr, male, Hispanic
-Counselor/Writing Instructor, male, Caucasian
-Enrichment Coordinator, male, Pacific Islander
-Mathematics Resource Counselor, female, Caucasian
*-ESL/English Consultant, female, Caucasian
*-Administrative/Evaluation Consultant, female, Caucasian
-Clerical Specialist, female, Caucasian

10/26-30/82 HEP Directors Meeting, Houston, TX
-Director, male, Hispanic
*-Administrative/Evaluation Consultant, female, Caucasian

11/5-6/82 Willamette Valley Racial Minorities Consortium, University of Oregon
-Director, male, Hispanic
-Counselor/Writing Instructor, male Caucasian
-Enrichment Coordinator, male, Pacific Islander
*-Administrative/Evaluation Consultant, female, Caucasian

11/12/82 Oregon Migrant Education Annual Career Fair, Western Oregon State College
-Director, male, Hispanic
-Counselor/Writing Instructor
-Enrichment Coordinator, male, Pacific Islander
-Clerical Specialist, female, Caucasian

11/18-19/82 American Association of Higher Education Meeting, Seattle, WA
*-Administrative/Evaluation Consultant, female, Caucasian

12/6-8/82 Annual State Migrant Education Directors Meeting, Washington D.C.
-Director, male, Hispanic
*-Administrative/Evaluation Consultant, female, Caucasian

12/8-9/82 National Association of Special Services Meeting, Portland, OR
-Enrichment Coordinator, male, Pacific Islander
*-ESL/English Consultant, female, Caucasian
*-Administrative/Evaluation Consultant, female, Caucasian

1/5-7/83 Trio Training Program, Oylmpia, WA
-Enrichment Coordinator, male, Pacific Islander
*-ESL/English Consultant, female, Caucasian

1/22/83 Language Development Seminar presented by OSU professor Wayne Halverson
-Counselor/Writing Instructor, male, Caucasian
*-ESL/English Consultant, female, Caucasian

1/23-25/83 Association of American Medical Colleges, Learning Retention Skills, Seattle, WA
*-Administrative/Evaluation Consultant, female, Caucasian
Financial Aid Workshop
-Clerical Specialist, female, Caucasian

2/11/83 Oregon Association of Financial Aid Workshop, Salishan, OR
-Counselor/Writing Instructor, male, Caucasian
-Clerical Specialist, female, Caucasian

4/7/83 Counselor and the Law Seminar presented by OSU professor Forest Gathercoal
*-ESL/English Consultant, female, Caucasian
-Counselor/Writing Instructor, male, Caucasian
-Director, male, Hispanic

4/28/83 Migrant Education Conference, Portland, OR
-Director, male, Hispanic
-Counselor/Writing Instructor, male, Caucasian
-Writing Resource Counselor, female, Caucasian
*-Administrative/Evaluation Consultant, female, Caucasian

6/2/83 Educational Opportunities Program Post-Service Evaluation
-Director, male, Hispanic
-Counselor/Writing Instructor, male, Caucasian
-Enrichment Coordinator, male, Pacific Islander
-Writing Resource Counselor, female, Caucasian
-Mathematics Resource Counselor, female, Caucasian
*-ESL/English Consultant, female, Caucasian
*-Administrative/Evaluation Consultant, female, Caucasian
-Clerical Specialist, female, Caucasian

6/10/83 Summer Institute for Educators, Billings, Montana
-Mathematics Resource Counselor, female, Caucasian

* Not employed by CAMP - Participation of these CAMP consultants underscores their commitment to the program, both professionally and financially.

APPENDIX D: PROFESSIONAL VISITATION

10/82 Hewlett-Packard, Private Small Computer Corp.
Marcia Smith

10/82 Nordstrom, Retail Store
Shelley Vallereux

10/82 U. S. National Bank of Oregon
Merrill Hall

10/82 Willamette University, School of Law
Ronald Catalani, Intercultural Coordinator

10/82 Mt. Hood National Forest
Laura Nelson

11/82 Pacific North West Bell, Phone Service
Bruce Posse

1/83 Meier and Frank, Retail Store
Kathleen Edmunds

2/83 IBM
Diane Moon

2/83 CH2M-Hill, Consulting Engineering
Arlen Borgen
Dean Parsons

2/83 First Interstate Bank
Ella Flora

2/83 Pay'n Save Corp., Retail Store
Anne S. Mori
Anita G. Peterson

2/83 McDonnell-Douglass, Aircraft Manufacturer
R.E. Lucero

3/83 Benton County Criminal Justice Volunteer Program
Mark Welther

3/83 Soil Conservation Service
Russ Almaraz

3/83 Childrens Farm Home, Adolescent care shelter
Lorna MacLeod

3/83 Upward Bound, Federally funded support system for non-traditional Jr/Sr highschool students
Jean Jordan

3/83 State Farm Insurance
Matthette Williams

3/83 Siuslaw National Forest
Edwardo Alanis

4/83 IRS
J.C. Smith

4/83 USDA-US Forest Service, Willamette National Forest
Leo Corona

4/83 Sears, Robuck and Co.
Keith Hallmark

4/83 Marion County Learning Center, High School Equivalency Program
Consuelo Saragoza

4/83 Affirmative Action Program, Oregon State Bar
Jose Mata
Ron Bottom

5/83 Meier and Frank, Retail Store
Kathleen Edmunds

5/83 U.S. Corps of Engineers
Russ Davidson

5/83 Old Mill School, Pre-school
Bev Larson

5/83 Chemawa Indian School
Molly Woods

5/83 Brown Dugan and Associates, Public relations
Claudia McKinnon-Brown

6/83 Benton County Criminal Justice Volunteer Program
Mark Welther

6/83 Meier and Frank, Retail Store
Kathleen Edmunds

APPENDIX E: PROGRESS REPORT

TO: DATE:

FROM:

RE: PROGRESS REPORT, For _____
(class)

STUDENT	UNEXCUSED ABSENCES	UNFINISHED ASSIGNMENTS	CURRENT GRADE	REMARKS

APPENDIX F: COUNSELOR'S FINAL REPORT

_____ _____
Term Year

_____ ___ ___ ___ _____
Last First SA REG TR Counselor

Check any that are applicable in terms of you contact(s) with the student:

___Academic Counseling ___Personal Counseling ___Career Counseling

___Acamemic Scheduling ___Other_____ ___Other_____

___"Incompletes" (Please list any incompletes still on record:

Dept. Code	Course No.	Course Title	Term	Year	Form	Grade Awarded

List EOP/CAMP and Financial Aid mandates that are applicable for this term:

1._ _____ Met:_____

2._____ Met:_____

3._____ Met:_____

4._____ Met:_____

GENERAL COMMENTS: (Please remember that this form will be placed in the student's permanent file and that the information you provide will aid in ascertaining the student's circumstances relative to academic performane.)

APPENDIX G: ACADEMIC PRESCRIPTION FORM

COURSES REQUESTED

Students Name ..... (Last) (First) (Int)

Student Number .....

Course Title	Dept.	Number	Credits	Days Hours	S/U
Total Hours					

Class: Fr So Jr Sr PB GR

School: .....

Major: .....

Term: F W S 19.....

Address This Term:

.....

.....

.....

.....

Phone: .....

.....
Advisers Signature

OSU 3108

APPENDIX H: CAMP EVALUATION SURVEY

Thinking back on your experiences at OSU this year, please answer the following questions to the best of your ability. If you mark 3 , 4 , 5 , briefly state why or how it was unsatisfactory.

During the current academic year, I found

	Very Satisfactory	Satisfactory	Mildly Unsatisfactory	Unsatisfactory	Very Unsatisfactory
	1	2	3	4	5
1. CAMP Counselors	O	O	O	O	O
2. CAMP/EOP Secretaries	O	O	O	O	O
3. CAMP Services	O	O	O	O	O
4. CAMP Tutors	O	O	O	O	O
5. EOP Instructors	O	O	O	O	O
6. OSU housing					
- Dormitories	O	O	O	O	O
- Coop	O	O	O	O	O
- Fraternity/ Sorority	O	O	O	O	O
7. Food Services	O	O	O	O	O
8. OSU Instructors	O	O	O	O	O
9. EOP/CAMP Academic subject matter	O	O	O	O	O
10. OSU Academic subject matter	O	O	O	O	O

11. List any problems you may have had with the CAMP program.

12. List any suggestions you have for improving the program.

13. How well has CAMP helped you at OSU?

was detrimental No help at all A little help Quite a bit of help

Without CAMP I probably would not have made it

14. List the ways CAMP helped you the most.

15. What do you intend to do next school year?

Return to OSU _____

Attend another 4 year college _____

Attend a community college _____

Attend a beauty school _____

Work (state occupation) _____

Other (specify) _____

APPENDIX I

SECTION 1. ACADEMIC IMPROVEMENT OF CAMP STUDENTS

Student Number	ENGLISH: DTLS-verbal composite pre-test	ENGLISH: DTLS-verbal composite post-test	ENGLISH: developmental courses & grades		MATHEMATICS: DTMS - composite pre-test	MATHEMATICS: DTMS - composite post-test	MATHEMATICS: developmental courses & grades		READING: DTLS-reading score pre-test	READING: DTLS-reading score post-test	READING: developmental courses & grades	
1.	43	55	WR 115A	A	37	56	MATH 95A	A	23	28	LS 199E	A
			WR 121A	A			MATH 100A	B				
							MATH 101	C				
2.	59	68	WR 121	C	53	62			32	35		
3.	57	69	WR 121	C	35	53	MATH 95A	B	31	39	ED 050	P
							MATH 100A	D				
4.	50	60	WR 115A	C	40	53	SED 199M	A	37	33	LS 199E	D
			ENG 092	C			MATH 095A	C				
5.	59	59	WR 115A	A	32	59	SED 199M	A	35	37		
							MATH 095A	B				
							MATH 100A	B				
6.	52	68	WR 115A	A	51	63	MATH 100A	A	33	36		
7.	32	46	ENG 091	B	33	43	SED 199M	A	11	26	ED 050	P
							MATH 095A	A			LS 199E	A
							MATH 100A	A			ED 199R	P
8.	29	50	ENG 091	B	20	51	MATH 095A	A	17	25	ED 050	P
			WR 115A	A			MATH 100A	B			ED 199R	P
			WR 121A	A								
9.	34	52			50	55	MATH 100A	C	34	34	LS 199E	A
10.	31	48	ENG 091	A	51	63	SED 199M	A	17	25	ED 050	P
			WR 115A	A			MATH 095	A			LS 199E	A
			WR 121A	A			MATH 100A	A				
11.	47	64	WR 115A	A	44	57	MATH 100A	C	26	30	LS 199E	B
12.	51	54			17	16	SED 199M	C	25	31	LS 199E	F
13.	53	59			69	70			39	41		
14.	33	42	ENG 091	B	33	42	SED 99M	A	16	24	ED 050	P
			ENG 092	A			MATH 095	A				
			WRG115A	B			MATH 100A	B			ED 050	P
											ED 199R	P
15.	54	62	WR 115A	A	40	52	MATH 095A	B	32	37		
							MATH 100A	C				

APPENDIX I

SECTION 1. ACADEMIC IMPROVEMENT OF CAMP STUDENTS (continued)

Student Number	ENGLISH: DTLS-verbal composite pre-test	ENGLISH: DTLS-verbal composite post-test	ENGLISH: developmental courses & grades		MATHEMATICS: DTMS - composite pre-test	MATHEMATICS: DTMS - composite post-test	MATHEMATICS: developmental courses & grades		READING: DTLS-reading score pre-test	READING: DTLS-reading score post-test	READING: developmental courses & grades	
16.	94 (ESL test)	126 (ESL test)	ENG 091 ENG 092	A C	46	50	MATH 100A	A	16	21	ED 050 ED 199R	P P
17.	37	46	WR 115A WR 121A	B C	33	46	SED 199M MATH 095A	C C	21	27		
18.	32	44	ENG 091	B	23	15	no math (began in Spring class not offered		15	21		
19.	32	43	ENG 091	B	28	18	no math (began in Spring class not offered		11	16	ED 050	P
AVERAGE	43.6	54.9			38.7	48.6			24.8	29.8		
	26% improvement				25.6% improvement				20.1% improvement			

A-15

Key:

DTLS	Descriptive Test of Mathematics Skills
DTMS	Descriptive Test of Language Skills
ED 050	Developmental Reading
ED 199R	Special Studies/Reading
LS 199E	Reading for the Social Sciences
ENG 091	English for Bilingual Students
ENG 092	English for Bilingual Students
WR 115A	Preparatory English Composition
SED 119M	College Arithmetic
SED 199N	Beginning Algebra
MATH 095A	Beginning Algebra
MATH 100A	Intermediate Algebra
WR 121A	English Compositon

APPENDIX I

SECTION 2. STUDENTS READY TO CONTINUE IN HIGHER ED WHO WERE NOT ENROLLED SPRING TERM AND WERE NOT POST-TESTED

Student Number	Reading Developmental Courses	Language Developmental Courses	Math Developmental Courses
20.	ED 050 P	ENG 091 A, ENG 092 I	SED 199M B, MATH 95A F
21.	None	None	None
22.	ED 050 P	ENG 091 B	SED 199M A
23.	ED 050 P	ENG 091 B	SED 199M A
24.		ENG 091 A	SED 199M B
25.	LS 199E D	ENG 091 B	SED 199M A
26.		WR 115A A	MATH 100A B, MATH 95A F
27.	ED 050 P	ENG 091 C	SED 199M B, MATH 95A F

A-16

SECTION 3. STUDENTS NOT READY TO CONTINUE IN HIGHER ED WHO WERE NOT ENROLLED SPRING TERM AND WERE NOT POST-TESTED

Student Number	Reading Developmental Courses	Language Sevelopmental Courses	Math Developmental Courses
28.		ENG 091 F	SED 199M F
29.	ED 050 P, LS 199E F	ENG 091 C, ENG 092 W	SED 199M C, MATH 95A D
30.		ENG 091 F	SED 199M C

APPENDIX J: STAFF EVALUATION
COLLEGE ASSISTANCE MIGRANT PROGRAM
OREGON STATE UNIVERSITY

Staff member being evaluated: _____ Initial Review _____ Final Review _____

Position held: _____ Evaluated by: Self: _____ Supervisor: _____

To many individuals, the term "evaluation" has a negative connotation because it involves one individual making a judgmental decision about another individual's work. The purpose of this evaluation, however, is to stimulate professional growth through a process by which each staff person and his/her supervisor compare their perceptions of the work performed. The starting point for each evaluation is the staff member's job description(s). The spaces for Comments should be used as much as necessary to explain unusual circumstances, provide additional information, or give examples.

Since all evaluation forms become part of each person's Personnel file and are used in reaching decisions about promotion, tenure, retention and salary, they should be completed fully and carefully. All 9 month and 11 month staff will be evaluated twice yearly, at the beginning of winter and spring terms. Performance areas indicated as needing improvement in the initial evaluation will be given careful examination in the second evaluation.

Rating Scale

5 - Excellent: Usually goes beyond what is expected - outstanding
4 - Above Average: Often goes beyond what is expected
3 - Average: Is generally satisfactory and competent - meets basic requirements
2 - Below Average: Often does not meet basic requirements - needs to improve
1 - Poor: Needs substantial help to meet requirements

Section I. Professional Performance

The person being evaluated:

_____ a) effectively communicates information to students.

_____ b) is concerned with relevance in presenting information and materials to students.

_____ c) is able to assess student needs and desires.

_____ d) takes appropriate action in response to student needs and desires.

_____ e) is aware of and attempts to emphathize with cultural differences.

_____ f) evaluates students fairly and impartially.

_____ g) sets realistic standards and goals for the students.

_____ h) shows initiative. (Give specific examples)

_____ i) is creative. (Give specific examples)

Comments:

Section II

Professional Attitudes

The person being evaluated:

_____ a) has rapport with and concern for students.

_____ b) maintains a friendly but professional relationship in dealing with students.

_____ c) maintains rapport with other staff.

_____ d) in performing duties, is professional in dealing with others.

_____ e) is open to constructive criticism from other staff.

_____ f) communicates essential information to the appropriate staff member and/or coordinator.

_____ g) maintains effective communication channels to other OSU departments and staff.

_____ h) exhibits professionalism in community relations.

Comments:

Section III

Extra-Program Activities

The person being evaluated:

_____ a) willingly accepts participation in the programs of other OSU departments and/or the community.

_____ b) strives to keep the general community abreast of the positive aspects of the program and/or its students.

_____ c) shows initiative. (Give specific examples)

_____ d) shows creativity. (Give specific examples)

Comments:

Section IV

Professional Growth

The person being evaluated:

_____ a) is aware of the current trends in the profession related to the staff member's area of responsibility.

_____ b) has membership affiliation in professional organizations related to the staff member's area of responsibility.

Comments:

Section V

(Complete the following sections as part of the spring term evaluation only)

A. Program Responsibilities

Summarize your contributions to the Program. If appropriate, indicate a) results achieved; b) problems encountered; c) your efforts to solve such problems.

B. Service to the University

List your contributions outside the Program: e.g., a) committee memberships; b) service to students, faculty or administration such as speaking to classes, serving as a resource person, etc.

C. Public Service

List your contributions outside the University: e.g., a) committee memberships, b) speaking engagements, etc.

D. Professional Growth and Activity

How have you progressed professionally during the past year? What are your plans for future professional growth?

E. Awards & Recognition

List any honors, rewards or recognitions received during the past year. Attach copies of any letters, articles or other material which may be pertinent to this evaluation.

Signed_____ Date_____
Staff Member

APPENDIX K: GRADE POINT AVERAGES

	Fall 1982		Winter 1983		Spring 1983	
	GPA	Credits earned	GPA	Credits earned	GPA	Credits earned
Student 1	4.00	13	3.75	14	2.96	15
Student 2	2.54	13	1.94	14	1.71	10
Student 3	1.75	8	2.20	10	1.20	10
Student 4	3.70	10	1.60	15	2.86	14
Student 5	2.67	8	3.00	13	3.50	9
Student 6	2.91	11	2.92	14	2.67	13
Student 7	3.57	14	3.63	11	3.69	13
Student 8	3.63	14	33.3	16	2.00	13
Student 9	3.40	13	*		2.20	10
Student 10	3.67	12	3.73	14	3.69	13
Student 11	2.67	13	3.21	15	3.54	14
Student 12	1.10	10	0.64	4	2.36	13
Student 13	3.46	13	3.40	16	2.80	17
Student 14	3.57	13	3.64	14	2.29	14
Student 15	3.36	14	2.60	10	0.27	3
Student 16	3.33	15	2.36	14	4.00	13
Student 17	0.50	3	*		2.23	13
Student 18	-	-	-	-	3.00	12
Student 19	-	-	-	-	2.67	12
Student 20	3.43	13	2.58	8	*	
Student 21	-	-	1.76	17	*	
Student 22	3.57	13	*		-	-
Student 23	3.57	13	*		-	-
Student 24	2.70	13	*		-	-

	Fall 1982		Winter 1983		Spring 1983	
	GPA	Credits earned	GPA	Credits earned	GPA	Credits earned
Student 25	2.80	13	*		-	-
Student 26	3.27	14	2.27	11	*	
Student 27	2.57	13	1.20	6	*	
Student 28	*		-	-	-	-
Student 29	2.00	13	.73	5	*	
Student 30	1.40	7	*		-	-

* Student did not continue at OSU

Comparisons 1982-83	Fall	Winter	Spring
Average Term GPA for OSU fresmen	2.52	2.53	2.64
Average Term GPA for CAMP freshmen	2.89	2.52	2.60

Average Year GPA OSU freshmen--2.56

Average Year GPA CAMP freshmen--2.66